



**THE IMPLEMENTATION OF ACROSTIC POEM
TO IMPROVE THE MASTERY OF ENGLISH VOCABULARY
OF THE EIGHTH GRADE STUDENTS
(A Classroom Action Research in SMP N 1 Jekulo Kudus
In Academic Year 2013/2014)**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF MURIA KUDUS
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Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education



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2014**

MOTTO AND DEDICATION

MOTTO:

- Believe in your dream and make it happens.
- There is a will there is a way from ALLAH SWT.
- Miracle is another name for hard work.



DEDICATION:


To the writer beloved parents, Mr. Maswan & Mrs. Suti'ah
and her beloved sister and brother, Ike Nurhayati and Moch. Mulyanto

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Rizka Diah Susanti (NIM: 2010-32-105) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 9 September 2014

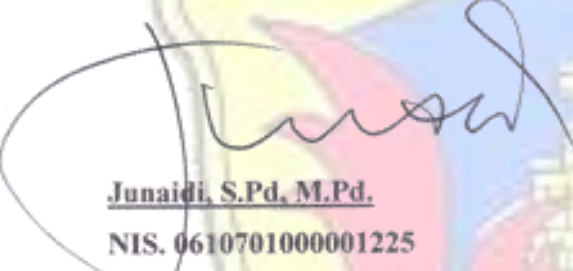
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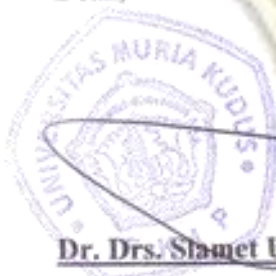

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EXAMINERS' APPROVAL

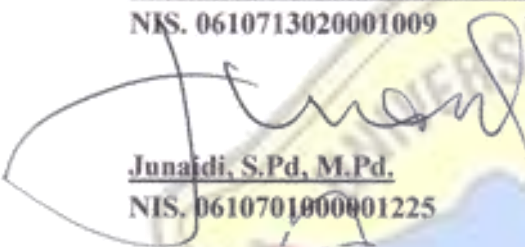
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There is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer expects that this skripsi will be useful for those, especially who are in the field of education.

Kudus, 9 September 2014

Rizka Diah Susanti

ABSTRACT

Susanti, Rizka Diah. 2014. *The Implementation of Acrostic Poem to Improve the Mastery of English Vocabulary of the Eighth Grade Students (A Classroom Action Research in SMP N 1 Jekulo Kudus in Academic Year 2013/2014)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M.Pd, (2) Junaidi, S.Pd, M.Pd.

Key words: *Acrostic poem, teaching technique, improve, English vocabulary mastery.*

Vocabulary is one of the important English components because without understand it well, the students will get difficulties in studying English. The condition of teaching learning process in SMP N 1 Jekulo Kudus, the teacher does not use any technique to teach English vocabulary. The teacher only asks the students to memorize some vocabularies and gives the meaning of some vocabulary directly while delivering the material. On this condition the writer tries to apply Acrostic poem as the technique to teach vocabulary. An Acrostic poem is blank poem in which the letters of the concept, label, key word or a topic begin with words, phrases, or sentences that are continues from one line to another.

The objective of this research is to describe whether Acrostic poem can improve the mastery of English vocabulary of the Eighth grade students of SMP N 1 Jekulo Kudus in academic year 2013/2014.

This research is classroom action research. This research is conducted in SMP N 1 Jekulo Kudus which VIII F in the second semester as the subject of this research. The research consists of two cycles. There are two meetings in each cycle which consist of four stage, those are planning, acting, observing and reflecting. In collecting the data the writer uses three instruments, those are: observation, evaluation test, and questionnaire.

The result of the research showed that the implementation of Acrostic poem in teaching English vocabulary is successful to improve the mastery of English vocabulary of the eighth grade students in SMP N 1 Jekulo Kudus in academic year 2013/2014. The mastery of English vocabulary of the eighth grade students is improved from cycle 1 to cycle 2. So, the writer ends the action process at cycle 2. In cycle 1, the average score is 73.8. The category is good. In cycle 2 the mastery of English vocabulary of the eighth grade students of SMP N 1 Jekulo Kudus in academic year 2013/2014 improves from cycle 1 with the average 73.8 become 85.3. The category is excellent. Based on the result of questionnaire, most of students got positive response they felt after experiencing increasing their English vocabulary mastery by using Acrostic poem. They felt fun and liked in learning english vocabulary by using Acrostic poem. The students enjoy and enthusiasm in learning english vocabulary using Acrostic poem.

Based on the result of the research above, it is expected that Acrostic poem can be used as alternative teaching technique in teaching English. The English teachers should be more creative and innovative in using various kinds of interesting teaching techniques. So, the students will be more interested to learn English. Then, they will feel fun and joyful in learning.

ABSTRAK

Susanti, Rizka Diah. 2014. *Penerapan Puisi Akrostik untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas Delapan (Penelitian Tindakan Kelas di SMP N 1 Jekulo Kudus Tahun Ajaran 2013/2014)*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dra. Sri Endang Kusmaryati, M.Pd, (2) Junaidi, S.Pd, M.Pd.

Kata-kata kunci: *Puisi Akrostik, teknik pengajaran, meningkatkan, penguasaan kosakata bahasa Inggris.*

Kosakata merupakan salah satu aspek penting dalam Bahasa Inggris karena tanpa memahami kosakata dengan baik, siswa akan kesulitan dalam belajar bahasa Inggris. Kondisi kegiatan belajar mengajar di SMP N 1 Jekulo Kudus, guru tidak menggunakan teknik apapun untuk mengajarkan kosakata. Guru hanya menyuruh murid untuk menghafalkan beberapa kosakata dan langsung menterjemahkan kosakata sembari mengajar. Sehingga, penulis mencoba mengaplikasikan puisi Akrostik sebagai teknik mengajar kosakata. Puisi Akrostik adalah puisi kosong dimana huruf pada sebuah kata atau konsep dapat membentuk kata, frase, atau kalimat yang berkesinambungan satu dengan yang lain.

Tujuan penelitian ini adalah untuk mencari tahu apakah puisi Akrostik dapat meningkatkan penguasaan kosakata siswa kelas VIII SMP N 1 Jekulo Kudus pada tahun ajaran 2013/2014.

Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini dilaksanakan di SMP N 1 Jekulo Kudus dengan kelas VIII F pada semester kedua sebagai subyek penelitian ini. penelitian ini terdiri dari dua siklus. Ada dua pertemuan di tiap siklus yang terdiri dari empat langkah yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Dalam pengumpulan data, penulis menggunakan tiga instrumen yaitu observasi, tes evaluasi, dan kuesioner.

Hasil penelitian menunjukkan bahwa penerapan puisi Akrostik di pengajaran kosakata bahasa Inggris berhasil meningkatkan penguasaan kosakata siswa kelas VIII SMP N 1 Jekulo Kudus pada tahun ajaran 2013/2014. Penguasaan kosakata siswa kelas VIII meningkat dari siklus satu hingga siklus dua. Sehingga penulis mengakhiri penelitian pada siklus ke dua. Di siklus pertama, nilai rata-rata siswa adalah 73,8 dengan kategori baik. Di siklus kedua, penguasaan kosakata siswa kelas VIII SMP N 1 Jekulo Kudus pada tahun ajaran 2013/2014 meningkat dari siklus pertama dengan rata-rata 73,8 menjadi 85,3 dengan kategori sangat baik. Berdasarkan hasil kuesioner, banyak siswa memperoleh respon yang positif setelah mengalami peningkatan pada penguasaan kosakata mereka menggunakan puisi Akrostik. Mereka senang dan menyukai pembelajaran bahasa Inggris menggunakan puisi Akrostik. Siswa menikmati dan bersemangat dalam belajar kosakata menggunakan puisi Akrostik.

Berdasarkan hasil penelitian di atas, diharapkan puisi Akrostik dapat digunakan sebagai teknik alternative dalam pengajaran bahasa Inggris. Para guru Bahasa Inggris harus lebih kreatif dan inovatif dengan menggunakan teknik mengajar yang beragam. Sehingga, siswa akan lebih tertarik untuk belajar bahasa Inggris. Kemudian mereka akan merasa senang dan asik dalam belajar.

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